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ABSTRACT

Pupils need to experience a quality literature and reading program. By following tenets concerning the principles of learning developed by educational psychology, teachers can provide more adequately for students' individual differences such as the fast, average, and slower readers in the classroom setting. Teachers need to study each pupil and attempt to ascertain which reading program will guide learners to achieve optimally. Pupils individually have a starting point which indicates their present level of reading achievement. This is the place where reading and literature instruction need to begin. With good sequence, continual optimal progress is an ideal for pupils to attain in ongoing reading lessons and units of study. Reading instruction needs to be challenging and demanding, but not to the point of learners not being able to meet goals. Nor should the literature and reading program be at a too easy level of instruction whereby motivation to learn decreases. A combination of instructional programs in reading may be used so that a varied approach results in which pupil interests are fostered. Reading teachers need to analyze each pupil's style and make necessary provisions. The goal of all reading instruction is to have pupils become proficient readers. Reading needs to be enjoyable so that an inward desire to read is an end result. (RS)

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PRINCIPLES OF LEARNING AND THE TEACHING OF READING

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Reading teachers need to use as guidelines emphasizing principles of learning that educational psychologists recommend in teaching and learning situations. By using these principles of learning in teaching reading, pupils should achieve more optimally. Thus teachers of reading need to have these criteria well in mind and use them to create a positive learning environment for reading instruction.

Pupils Need To Perceive That Reading Is Enjoyable

When it is time for reading instruction, pupils should feel that this is a time for enjoying content read. It should not be considered by pupils as a time for drill and more drill on phonics and other word recognition techniques. Negative attitudes toward reading should never be reinforced. The very first day of reading instruction in school should emphasize that literature is enjoyable in its many manifestations. I consider reading to be the most valuable skill possessed. I do much reading and find that new ideas obtained provide challenge and interest. Why should pupils not feel the same way? Seemingly, I thirst for time and more time for reading. I have observed early primary grade pupils who can't wait for story time to come whereby the teacher reads enthusiastically and has eye contact with the involved learners. This is a good model for pupils to emulate—the enjoyment of reading at a young age and then build on this foundation throughout one's lifetime.

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To enjoy literature, pupils need to have ample opportunities to choose what is of personal interest. A variety of library books with different genres is a must so that pupils may select what is perceived as interesting and valuable. These library books must also be written on diverse reading levels. Individuals need to read library books that are on his/her reading levels. Thus, books chosen sequentially are on the reading level of the involved learners and are then understandable.

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Pupils Need to Read in All Curriculum Areas

Too frequently, pupils perceive reading as involving the literature

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curriculum only. Reading then is not seen as an essential part of all curriculum areas in the school setting. A perception of holism is needed so that each pupil realizes that reading is done in the social studies, mathematics, science, language arts, art, music, and physical education.

What is stressed in the literature curriculum is also useful in reading in the content areas. There should be no division among these curriculum areas when it comes to reading. Individuals read to obtain information. When reading to obtain information, the content needs to be understood, not merely memorized. I see no reason why reading in the content areas should also not be enjoyable. In all situations involving reading, effort must be put forth. Thus, the act of reading well cannot be given to the pupils but must be earned through effort. Each lesson and unit of study is important to pupils. Wasting time by the learner or teaching what is irrelevant by the teacher is lost time and must be made up in future lessons. While the makeup occurs, new content instead should have been learned by the pupil.

Each curriculum area has its own vocabulary and subject matter. Sequentially, pupils need to attain vital objectives in literature and the other subject matter fields.

Pupils Should Experience Quality Sequence

A vital principle of learning is that pupils experience an appropriate sequence in the reading curriculum. If the sequence is not appropriate, a pupil might well experience failure if the goals are not achievable. Should the objectives of instruction be too easy, the involved learner might well become bored and feel unmotivated. It is difficult for any teacher to determine the preset achievement level of a pupil and then have that learner achieve at an optimal level. However, the reading teacher needs to do the bet possible with a roomful of pupils to assist each pupil to do the best possible in reading.

As much as is feasible, pupils individually should select their own reading materials. Generally, pupils select what to read which is challenging. Within a small group, the teacher may guide pupils to work

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collaboratively in content read. Pupils might then encourage and challenge each other to do well in the committee or small group endeavor. Those who find the content too difficult may then be assisted by the other committe members in word attack skills as well as in comprehension. A good reader in an atmosphere of respect may read to the less able. Pupils in working collaboratively may take turns reading the selection within the committee setting.

For the class as a whole with its many levels of reading instruction, the pupils together with the teacher might read the selection orally with all involved. Thus all may read orally or follow along in their readers or from the Big Book used on the primary grade level. The sequence must be such that pupils individually learn as much as possible in reading literature and across the content fields.

Pupils Need To Perceive the integrated Curriculum

Too frequently, reading of content has been separated from the other language arts areas such as listening, speaking, and writing. Good standards for listening need to be stressed when discussing ideas pupils have gleaned from reading. There needs to be evaluation of pupil achievement in realizing the goals of good listening. Different levels of complexity in listening goals may be emphasized in the reading curriculum. As pupils discuss ideas gleaned from reading, the speaking vocabulary of pupils should increasingly emphasize more complex objectives. With a richer background of experiences through sequential learning, the speaking vocabulary of pupils should increase to discuss higher cognitive level subject matter objectives Pupils should be able to communicate clearly, accurately, and positively with other learners.

The writing vocabulary correlates well with reading. There are so many diverse projects and activities that pupils may use writing to express ideas. Pupils may choose which writing experiences to participate in as well as determine what to write about. Journal writing has become quite popular as an activity that correlates well with reading. Thus the individual pupil may choose what to write about in the journal in terms of content related to the selection read. A pupil may write about the

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setting of the literary selection. The learner may describe the setting, create a new setting, and/or react to the author's established setting.

Pupils Need to Become Lifelong Learners

Pupils with teacher assistance need to enjoy reading so that it can become an experience that lasts throughout one's lifetime. Processes in reading can continually be improved upon. Comprehension may also become increasingly proficient. It appears that "there is nothing beyond more education," a statement attributed to John Dewey (1859-1952). Individuals need to read and study throughout their unique life spans.

The home setting is an ideal place to start as soon as the child is born. At that beginning point, parents need to talk to the child in a pleasant manner. Humming and singing to the new born is also very important. Experiences such as these help the infant to use language and its meanings. At a very early age, the infant, as soon as he/she can sit on the parent/s lap should look at large illustrations, lasting as long as the attention span of the infant allows. The parents should point to objects an items and say the related words. For example, parents should say "milk" when pointing to milk as it is being drunk by the infant. As soon as the child can listen to oral reading of short stories written for young children, this should be done. I have noticed a parent reading "The Little Red Hen " to a three year old. The three year old was very receptive to the oral reading. Parents need to watch that a reading activity does not go beyond what a child can pay attention to. Forcing children to sit still during oral reading may invite unwholesome feelings toward reading by the child. Looking at library books and their illustrations as well as reading orally to pupils should be enjoyable experiences.

Pupils Learn to Read in Different Ways

There are many procedures which may be used to teach reading. A procedure may be a fad and come and go such as the Initial Teaching Alphabet (ITA) of the early 1960s. ITA had forty-four symbols (graphemes) to represent forty-four different sounds (phonemes). Too

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many graphemes were greatly different as compared to our traditional symbols which made it difficult for pupils to make the transfer from ITA to traditional symbols. For example, the five long vowel sounds with the traditional letters of a,e,i,o, and u were written as each having an attached lower case "e" letter. Thus, the "ae" grapheme always stood for the long "a" sound. Or the ITA "oe" always stood for the long "o" sound. Later on, in sequence, the pupil would need to learn using traditional symbols since this is emphasized in the societal arena.

ITA then was a fad of short duration. Other plans have stood the test of time even though new procedures are used in their teaching. Presently, there are holistic approaches such as individualized reading and analytic procedures such as those stressing phonics in varying degrees. It appears that many other procedures of teaching reading are variations of these two procedures. Sometimes, there are educators who will say that all pupils should experience sequential lessons with heavy emphasis upon phonics instruction. The difficulty with this statement is that not all learn to read well with phonics instruction. Nor do all learn to read well with the whole language approach. Pupils differ from each other in learning styles and the teacher needs to pay attention to an individual style that a pupil possesses.

Pupils Need To Attach Meaning to What Is Being Read

Learning involves pupils attaching meaning to what is being read or experienced. The criticisms which may be given to memorization work is that pupils do not understand much of what has been memorized. When pupils read, orally or silently, they need to say in their very own words what has been read. Comprehension of ideas read is very important. I have watched word callers many times during reading. These pupils may identify many words correctly, but cannot say what has been read. Correct identification of words being read is important if pupils individually also understand inherent content. In other words, what has been read must make sense to the reader. The reader must secure the meaning as presented by the author of the reading selection as well as comprehend contents in the reading selection.

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Pupils Need to Realize Complexity in the Act of Reading

Pupils should learn the names of the individual letters of the alphabet so that learners know what is being talked about if references are made to certain graphemes such as the consonant "m." Otherwise we cannot communicate with each other.

Reading as one factor consists of seeing the graphemes in the reading selection. Appropriate vision is necessary to see these abstract symbols. In the English language, pupils also need to read from left to right. When I served as a teacher on the West Bank in the Middle East, I studied Arabic for one semester. In Arabic, one reads from right to left instead. What we say is the back of the book is the front of the book in reading Arabic. There are units of meaning that pupils read and learn sequentially. These units of meaning include prefixes, suffixes, and syllables.

There are selected patterns of word order called syntax. A very common order of words read is the pattern of subject, predicate, and direct object,e.g. "She caught the ball." Semantics is also involved in any language. Semantics answers the question, "What is meant when saying words in a sentence or an idiom is used in communicating ideas?" Use of stress, pitch, and juncture pertains to making a sentence meaningful by a speaker or communicator. Thus even the same words used in a sentence can alter the meaning much from one time to the next when stress, pitch, and juncture are changed.

When pupils read, they relate what is read to their own experiences.Thus ideas gleaned from reading become one with the personal dimension of the individual.

Pupils Need Adequate Background Information

A major reason that pupils fail in reading is they lack background information in order to understand the new ideas encountered. If pupils have adequate background information pertaining to the new selection to be read, they will comprehend better. Thus the new ideas to be read will have selected ideas that are needed by pupils in order that

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comprehension can come about. Sometimes, pupils engage in word calling and do not comprehend what is contained in the act of reading. Pupils will tend to lack in identification of unknown words due to not having the necessary information pertaining to the reading selection being pursued. It behooves the teacher to have pupils pursue adequate background information that relates to the new reading selection before it is being pursued.

Pupils Need Purposes for Reading

Very often, pupils read poorly in oral or silent reading because they perceive no or little value in reading a given selection. Pupils need to feel reasons exist for reading a story or it will not be read meaningfully. The pupil, if forced to, may react in a way that indicates the contents are being read. Here in reality, the pupil is faking the reading process. The reading teacher rather should assist pupils to perceive purpose for reading. Thus the teacher may state purposes for reading by telling why a given selection is important enough to be read. A deductive procedure is then being used. The reasons given by the teacher are valid and logical. An inductive procedure might also be used in that the teacher asks questions of pupils as to why content pertaining to a specific story needs to be read. Pupils then need to respond as to why the contents in the story are important enough to be read. Thus, purposes for reading are involved A third procedure for pupils to perceive purpose in learning is for the teacher to provide pupils with inexpensive prizes if they achieve at a specific level in the act of oral/silent reading or in comprehension. The teacher then needs to announce ahead of time what awards are to be given and for what kinds of achievement so that individual pupils know what to learn to obtain an award. The work performed by pupils here should be challenging. Pupil purpose is to obtain an award in reading, but effort must be put forth by the learner to secure the prize. The ultimate goal in using awards is to assist pupils to become better readers.

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Computers in the Reading Curriculum

There are diverse programs of reading instruction that sound favorable involving computers. A software package then may emphasize a tutorial approach. In a tutorial approach, the tendency is for the programmer to stress pupils reading a short selection, perhaps three or four sentences. The learner, after reading these sentences, responds to a multiple choice item to check comprehension. Usually four responses are in the multiple choice item. If the learner chooses the correct response, he/she may move on to the next sequential item. Should the pupil have responded incorrectly, he/she may be given another chance to respond to the correct item. Or by seeing the correct response on the monitor, the involved learner may also respond to the next sequential item for reading using the tutorial package. This approach of "read, respond, and check" may be stressed over and over again in the computerized program until completion. On the monitor, it will also show the per cent of correct items for the pupil doing the responding. The programmer has built into the program the objectives, the learning opportunities, and the evaluation procedures. Tutorial programs should be used to guide sequential pupil achievement in reading and not for the sake of using computer services.

A second type of software package is drill and practice. These need to be used only if the involved pupil has difficulties in learning to read with specific emphasis placed upon diagnosing that which needs remediation. Thus there is a specific problem the learner faces in reading and that problem might be solved by participating in the drill and practice software program. For example, if a pupil has difficulties with the long and short vowels "a" and "e," the software program of drill and practice should assist the learner to overcome this difficulty. Drill and practice programs should not be given for learner participation for the sake of doing so, but rather to guide the pupil to solve specific problems encountered in reading.

A third type of software package is simulation. These are more lifelike and real as compared to the previous two discussed above. With

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simulation, the learner encounters a problem which relates to reality in a literature based setting. Thus, the pupil reads a paragraph and responds to a multiple choice item. The multiple choice item emphasizes what the pupil would do in solving a problem. Based on the learner's response, the pupil then reads another short paragraph and again selects an option of action from among four in a multiple choice setting. Related to the response, the pupil is presented another dilemma to solve with a paragraph to read. Four courses of action are provided from which the pupil makes a selection. The selection is a course of action. The same approach is presented again and again— read content pertaining to a setting with problem involvement; respond to a course of action represented by a multiple choice item. Based on the response made by the pupil, he/she faces a new dilemma in which decisions need to be made. The teacher needs to have a purpose involved when a pupil or a committee uses a simulated program. Too frequently, the software package is in the school library and the teacher feels he/she must use it in teaching pupils, rather than it being an integral part of the curriculum.

Should pupils work alone or collaboratively when engaged in responding to a computer package such as tutorial, drill and practice, and/or simulation? The answer depends on the following factors:

1. which is the preferred learning style of these pupils, to work alone or with others?

2. which type of computerized program do pupils need? If tutorial is needed, at what point does the particular child need sequential assistance?

3. which sequential program does a pupil need? If drill and practice is needed, is there a program that will guide the learner individually or in a group to make progress sequentially?

4. which simulation program is on the reading and comprehension level of the pupil and will the learner be helped in learning problem solving procedures?

5. which other procedure, if any, might assist the pupil to make greater progress than a computerized package?

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The reading teacher has complex decisions to make in teaching and learning situations. There are many materials of instruction, including computer use. The teacher also needs to consider other materials, including the basal and related workbooks. It is important to remember that the objectives of instruction in reading need to be achieved. The objectives should be chosen very carefully and choices made are to make proficient readers out of learners.

Another type of computer program to consider in reading instruction is gaming. There are selected games in reading which should assist pupils to improve the quality of their reading. For example, pupils may work individually or collectively on a spelling game which has tremendous implications for the teaching of reading. Thus, in one program, pupils are to choose which word is spelled incorrectly from three others. The four words for the first presentation on the monitor were carefully selected such as: four, for, foer, and fore. Several children chose the wrong response by selecting "fore." Why was this choice made? These pupils responded with the following: "Fore" is a prefix and is used in words such as "forearm." They were unable to say why "foer," in their thinking, was correctly spelled. Any way, the game continued with pupils choosing the incorrectly spelled word. There are very interesting discussions when a committee of pupils is at work on a game. The disagreements can be given in a very healthy way and also lead to higher levels of cognition. Pupils can learn much from mistakes made such as believing "fore" is a prefix only. Here, pupils learn meanings of new words as well as learn to use prefixes more effectively. Too frequently, it is felt that making mistakes in reading is evil and wrong. Reading teachers need to feel that mistakes pupils make in reading can provide building blocks for future learning.

There are so many uses the reading teacher can make of computer technology. Many pupils on the third grade level have used internet and World Wide Web in the home setting. Good readers can be guided to make wise use of computer technology at a very young age, such as grade three or sooner depending upon the maturity level of reading.

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Teachers always need to appraise where the pupil is achieving presently before making judgments of when a pupil may be ready to use internet and World Wide Web. Information from these sources work well in the problem solving arena. Thus, a pupil may read from internet on how to solve a problem, involving reading. Or, the pupil may test an hypothesis by reading data from internet. New problems may also be chosen when surfing the internet.

E-mail messages may be sent to friends; hopefully responses will be forthcoming. Sending of E-mail involves writing and reading. Many times, an innovation such as E-mail spurs pupils on to greater energy levels to accomplish in reading. CD ROMS can provide a learner with much information in the problem solving arena. Thus, a pupil may locate a problem when reading information from a CD ROM. The CD ROM might provide information after the problem has been identified. Evaluating of the hypotheses may be done by the pupil in reading additional information from the CD ROM. Additional data sources may be used other than technology sources. Thus, basals, textbooks, video tapes, workbooks, slides, filmstrips and illustrations, among others, may be used as data sources. Materials of instruction used to teach reading should be on the reader's level of reading, not frustrational nor the recreational reading level. The materials of instruction should be challenging and make it possible for the pupil to achieve objectives.

Plans of Reading Instruction

Use of computer and other means in technology are ways of guiding pupils in learning. Thus, they may also be considered as plans of reading instruction. I will now concentrate on the non-technological plans of teaching reading.

Individualized reading has had a rather long history of teaching reading. In the later 1890s, when my late father attend a rural one teacher school, pupils could checkout and read library books on their very own from the classroom library. There were no requirements in terms of how many books to read from the classroom library in a month or year. I attended a rural five teacher school in central Kansas from 1934-

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1942, and I checked out library books to read from the classroom library with no requirements in terms of quantity. Intrinsically, I learned to love reading for its own sake. Later on as an undergraduate and graduate student, I did much reading to fulfill requirements of the colleges/universities attended. As a university professor, I prize possessed skills in reading very highly. I love to read as much as do anything else. Having grown up in a strict General Conference Mennonite home and community, many things were considered taboo in doing. I do not look at these "taboo" things as being sinful or wrong, but I just have not developed interest in their participation, such as going dancing: playing cards using Ace, King, Queen, and Jack among others; smoking; drinking liquor and wine; carousing; gambling; reading Play Boy and their equivalents; going to night clubs, among other places and events to attend. Perhaps, that is one reason I learned to read much since so many other things were taboo in their doing. Even in the use of television, I was rather late in having a set such as in 1957.

With children today, there are many distractions that interrupt learning to read well or even learning to read at all. Children at a young age do love to watch TV programs; many of these are sheer entertainment and have little value in terms of recalling what has been listened to. I have talked to adults about TV programs they say were watched very recently, perhaps yesterday, and yet almost nothing can be recalled in terms of what had been learned.

It is no wonder that my late father and I appreciated the reading of library books on our own with no compulsion. In a strict rural community, reading was not necessarily encouraged in my father's and my day. Life was activity centered such as getting the farm work done and earning a living. One thing that hindered many rural General Conference Mennonite young men in high school from achieving in the academic arena was the slogan that education was "sissy" and thus not masculine. Slogans are not evaluated often enough and are accepted as having the "truth." (Ediger, 1997). Future Farmers of America (FFA) and 4H clubs were held in very high esteem during my high school years. I agreed these two organizations were excellent then and still do now. I received

the rank of State Farmer in FFA. Our two sons became Eagle Scouts. In my grade and high school days, it would have been unheard of to be a Boy Scout. I won a Union Pacific Railway Scholarship to Kansas State Agricultural College, now named Kansas State University, in 1946, but did not attend due to may father and older brother believing state schools to be sinful. Strict religious views may greatly hinder individuals from experiencing life and its many opportunities.

Individualized reading then can pertain to reading sequential library books of one's own choice and thus involve intrinsic motivation. Individualized reading can have more structure than what has been discussed so far. In addition to selecting a library book to read, the pupil may have a conference with the teacher after the completion in reading of the chosen book. Here, the reading teacher needs to appraise comprehension of content by the pupil in the conference setting. The pupil as well as the teacher may raise questions for discussion. The pupil may read a short selection orally to the teacher so that the latter may appraise if the learner needs assistance, for example, in phonics and contextual clue use. It is very important for the reading teacher to evaluate attitudes and feelings that the pupil has toward reading.

Individualized reading programs require a large number of library books written on diverse topics and on different reading levels so that individual interests and reading levels are provided for adequately. A whole language approach is being used here in that the pupil reads the entire book after it has been chosen. The pupil does the choosing, not the teacher, unless the learner cannot settle down with the reading of a library book. The interests of the pupil, in individualized reading, should hurdle problems that a pupil might have in reading. After the conference, the learner may choose another library book to read. Ediger (1996) wrote:

One approach in emphasizing sequence is to have pupils choose the order of experiences within a flexible environment. Thus, for example, in individualized reading, a learner selects which library book to read sequentially. After reading a book, the pupil has a conference with the teacher to appraise progress. After the completion of each

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conference with the teacher, the learner is ready to select the next library book to read. The teacher intervenes in library book selection if the student is unable to choose and complete the reading of a book.

In situations involving individualized reading, the pupil orders his/her own experiences. Sequence, it is felt, resides within the involved learner. Others, the teacher included, cannot select the order of goals for a learner to attain. The student in individualized reading must also do the processing of content. A teacher determined reading curriculum does not work, according to advocates of individualized reading. Humanism, a a psychology of learning, strongly advocates concepts such as the following:

1. student-teacher planning of the curriculum.
2. learners choosing from among diverse objectives which to achieve and which to omit.
3. learning centers from which pupils may select or omit learning opportunities.
4. students being involved in determining evaluation procedures.

Individualized reading is strong on emphasizing the interests of pupils in its implementation. There needs to be a considerable number of library books in a quality individualized reading program. The library books need to be on different topics and titles, as well as on different reading levels. With diverse topics and titles, pupils may choose a book to read that is personally interesting and has perceived purpose. The library books, too, need to be on different achievement levels in reading so that the slow, average, and fast readers may choose reading materials to read that are on their understanding level, not the frustration nor the too easy level of reading in which boredom sets in on the part of the pupil... (Ediger, 1996).

Another whole language approach to use in reading instruction is the experience chart for primary grade pupils. Although this approach may actually be used for any grade level. With the experience chart, pupils need to have quality experiences from which to present ideas for the teacher to record. Thus, after pupils have viewed objects at an

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interest center, the pupils may, for example, present the following ideas on trees for the reading teacher to record on the chalkboard or on a monitor with computer use:

Acorns come from oak trees.
Walnuts come from walnut trees.
Pin oaks have very pointed leaves.
The mock orange is a bush, not a tree.

By looking at the contents in the above experience chart, one can tell what the teacher placed on the interest center to stimulate pupil interest in providing ideas for the experience chart. Ideas for the experience chart come from pupils, not the teacher. The contents tend to be holistic and come from personal experiences of pupils. The reading plan stresses a pupil, not adult centered concept of instruction. Pertaining to experience charts, Ediger (1986) wrote the following:

Early primary grade pupils can have interesting, realistic experiences through the taking of excursions with teacher leadership. Depending upon the unit being taught, an excursion can be taken to a farm, dairy, fire station, zoo, museum, or on the school grounds. After the excursion has been completed, the pupils may present their ideas to the teacher about their experiences. The teacher writes ideas given by learners on the chalkboard using neat manuscript letters, large enough for all to see. The recorded experiences may be four to ten lines in length depending upon the developmental level of the children. Pictures may be drawn or collected and placed above the recorded written experiences. Pupils with teacher aid could read individually or collectively what has been written. In this learning activity, pupils had a lifelike experience which was the field trip. The experience was recorded. Pupils then engaged in reading what had been written. Thus, early primary grade pupils were reading content...

Too frequently, it is assumed that experience charts...would be used only on the early primary grade levels in reading readiness programs. Throughout the elementary school years, pupils can develop experience charts. Once a pupil has developed his/her own writing

vocabulary so that ideas can be expressed effectively on paper, the involved learner should develop his/her own experience charts. For example, intermediate grade pupils having visited an assembly line can record their own experiences in writing. This learning activity should not be used excessively; it should be used along with other experiences. Excursions are not the only basis for writing experience charts. Content for experience charts may come from what has been read in library/textbooks or from what was observed in the school or classroom.

Literature Based Curricula

There is a strong emphasis placed upon holism in the reading curriculum presently. It appears that the holistic reading approach and analytic procedures, such as phonics, are continually at the center of a debate. Holism certainly does have its backing among reading specialists.

Several themes seem to characterize the curriculum plans found in schools today: (1) an emphasis upon greater integration of reading and writing instruction; (2) increased use of unedited, authentic children's literature as the base of curricular planning; (3) developing reading and writing skills and strategies in the context of an actual reading and writing activity; and (4) attempting to provide all learners with access to the same high-quality curriculum. Each of these themes differs from the central tenets of traditional skills-mastery curriculum planning, where reading and writing were taught through different curricula, usually using specially constructed texts and tasks that focused upon practicing skills in isolation from actual reading and writing and where differential curriculum goals and experiences were deemed appropriate for learners of different aptitudes...

Our interest in the impact of curriculum plans and experiences on children's literary learning emerged about twenty years ago with a report of the substantial differences in the reading lessons experienced by higher- and lower achieving readers... (Allington, et al, in Graves, Van Den Brock, and Taylor, Editors, 1996).

Holism in reading emphasizes integrating an increased number of

curriculum areas. Writing, in particular, is receiving major stress upon being an integral part of reading. When practicing writing as it relates directly to reading, pupils are actually looking at words, word parts, and hearing sounds, among other items, and this increases pupils abilities in learning to read effectively. If writing is separated from reading, pupils may not perceive the relationship between the two curriculum areas. But when pupils perceive that the writing activity engaged in integrates with reading then the two curriculum areas become one and each reinforces the other. Thus, what is read can be written about and what is written about can be read. The act of reading then assists pupils to write and the act of writing helps learners to do more reading. Personal journals written by pupils is one way of stressing the relationship between reading and writing. Here, the pupil may write about his/her (1) reactions to the reading experience, (2) thoughts on how the story might be modified, (3) ideas on what to write to the author pertaining to his/her writing, (4) reflections about major generalizations to include in journal writing.

Reading and writing are interrelated: What is learned in one area makes it easier to learn in the other. Children are quite willing to take small detours—learning words and how they work, hearing and recording sounds while constructing messages, or analyzing words while reading—if these activities are in the service of real reading and writing (Fountas and Pinnell, 1996) .

Processes are built up and broken down in both reading and writing, but the concept may be easier for children to understand in writing. During early writing experiences, children naturally and purposefully attend to the details of print...

Writing involves a complex set of actions. Children have to think of a message and hold it in the mind. Then they have to think of the first word and to start it, remember each letter form and its features, and manually reproduce the word letter by letter. Having written the first word (or an approximation), the child must go back to the whole message, retrieve it, and think of the next word. Through writing, children are manipulating and using symbols, and in the process

learning how written language works (Fountas and Pinnell, 1996).

Pupils need to experience a variety of genre in literature. Lifelike experiences that individuals have need to be included in a holistic program of literature. These authentic experiences can provide models for pupils to consider in emulation. In life, people experience the good things, tragedy, happiness, ill health, handicaps, unemployment, a lack of opportunity, poverty, being disadvantaged, hostility, anger, disappointments, and the positive in life's encounters. Uncertainties in life are a part of the human condition. In may own experiences, my mother had a devastating stroke when I was in the fifth grade. She was bedfast for about four years and then she always walked using the chair as a walker. My mother after the stroke could not follow an ordinary conversation. Instead of performing work, she was disabled on her right hand side, never to perform any meaningful task using her right hand or foot. Mother died twenty-two years later, always having been in a vegetative state since the stroke began. The life of a family can change much in a matter of minutes from having a mother who was very concerned about my welfare at age eleven to one who needed detailed care. This is a human condition, an every day occurrence, but not nearly to the extreme mentioned.

Using real literature for reading instruction is the fifth critical cornerstone of the integrated literacy approach that I encourage for the classroom (the others were focusing on construction of meaning, learning in context, building upon children's developmental patterns in literacy, respecting and encouraging diversity). A teacher's ultimate aim will be to structure a classroom in which literature and instructional content intertwine. The term *Real Literature* refers to books that are written for children by writers who know children and have a sense of children's perceptions, understandings, interests, and dreams. "Real" literature is not necessarily materials, written according to formula, in simple words using simpler sentences, based on a type of "baby talk" for beginning reading that doesn't ring true with the language and the world of kids. (Have you ever actually heard anyone who talks in the language

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of some materials that are intended for children? e.g. "The dog is up. The dog is down." "I like to play. I like to run." While we will explore commendable "simple" reading books later on, those are simple in the way that they balance children's interests with meaningful support for the text through effective language, illustrations, and story line—they are real literature. Real literature, both fictional and informational, is at the core of our literacy experiences throughout the primary and intermediate grades (Templeton, 1995).

While the move toward literature based classrooms has clearly encouraged teachers to involve children in writing responses to real books, those books continue to be narrative in nature. The use of information trade books in the classroom can help teachers meet the challenge of increasing student use of expository materials at the same time that they capitalize on children's fascination with facts. Moreover, inviting children to write in response to such books can help develop the problem solving and critical thinking skills essential to students survival in the Information Age. By involving children in reading and writing about information trade books, teachers can help to ensure that today's children are prepared for literacy demands of the world of tomorrow (Moss, Leone, and Dipillo, 1997).

This still leaves time in the literature curriculum for other genres of literature which provide rich and varied experiences for learners. In a print rich classroom, pupils have opportunities to read literature on a variety of topics to provide for the needs of individuals. Pupils also may choose books on their very own personal levels of reading. Books selected by pupils need to be on their individual reading levels. Reading and writing are encouraged and promoted in diverse ways such as in bulletin board displays, seminars, collaborative endeavors, committee work, murals, dioramas, dramatic activities, posters, reading and writing slogans, and story telling, among others.

Conclusion

Pupils need to experience a quality literature and reading program. Following tenets of the principles of learning from educational

psychology assists teachers to provide more adequately for individual differences such as the fast, average, and slower readers in the classroom setting. Teachers need to study each pupil and attempt to ascertian which reading program will guide learners to achieve more optimally. Pupils individually have a starting point which indicates their present level of reading achievement. This is the place where reading and literature instruction needs to begin. After that point, pupil need to progress sequentially. With good sequence, continual optimal progress is an ideal for pupils to attain in ongoing reading lessons and units of study.

There are numerous plans of reading instruction which may assist learners to achieve as much as individual abilities make possible. Reading instruction needs to be challenging and demanding, but not to the point of learners not being able to meet goals. Nor should the literature and reading program be at a too easy level of instruction whereby motivation to learn decreases.

A combination of instructional programs in reading may be used so that a varied approach results in which pupil interests are fostered. Each pupil has a favorite style and procedure of learning. The reading teacher needs to analyze each pupil's style and make necessary provisions. The goal of all reading instruction is to have pupils become proficient readers. Reading needs to be enjoyable so that an inward desire to read is an end result.

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